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ABSTRACT

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to help Indian junior high school students understand the economic structure of their own community, similarities and differences between it and the economies of traditional Indian communities, and the implications of adding a new industry to the economy of a community through a simulation exercise. The unit includes four activities focusing on the subject areas of economics, history, and government. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Exercises for students consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and, where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide for the whole twelve-unit program is also available--CE 014 035.) (TA)

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THE COMMUNITY

Native American Career Education Unit

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This document is one of a series of teaching/learning units dealing with Native American Career Education. The titles of all individually available documents in this series appear below:

Career Awareness units
Part of the Whole World
Cooperation
From Idea to Product
The Community
The Community in Transition

Career Orientation units
Putting Your Money to Work
Living with the Land
Working for the People

Career Exploration units
Planning
Putting It All Together
Getting Ready for Jobs
The Career Fair

and

Native American Career Education,
A Curriculum Guide

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Foreword

The Native American Career Education Program consists of twelve units designed to address the specific needs and aspirations of Native American students. It includes teacher and student materials, evaluation materials, and a Curriculum Guide.

These units employ a variety of learning activities. They are designed to: 1)bridge the gap between traditional and technological societies by identifying the parallels between them and exploring the values they represent; 2) create an understanding of the economic context within which career choice takes place; 3) foster personal and interpersonal skills necessary to function in the world of work; and, 4) develop career exploration skills.

Development has been based on the recognition that the needs of Native American communitites differ greatly from those of the larger American society. In these communities, as in third world countries, problems are not due to a lack of natural resources, but rather to a lack of meaningful development of human resources which would allow for additional economic development and self-determination of Native American communities.

In order to identify and meet these needs, information has been gathered from Native American communities, students, teachers, and tribal groups, and the materials have been developed with the guidance of an advisory committee of Native Americans.

This project was supported by the Curriculum Development Branch of the U.S. Office of Education.

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Preface

I believe this unit is as comprehensive a package as may be conceived at this time. It presents a generalization of conditions in the past and speculation on situations in the future. The information from tribal sources is dependable, but the trends of non-Indian society change from day to day--what is a fact today may be obsolete tomorrow. Educational programs being planned now may have to be changed as conditions change. One should anticipate the need to update them as necessary.

I believe that the traditional Indian spiritual philosophy is inherent within all men, although it may not be recognized or understood by them. If it is not too late to begin practicing it, it may save mankind. However today's education ignores certain vital moral rules.

We should educate the Indian student to become an important part of society so that he can be the educator of his fellow man without the stigmas or humiliations which have hampered him in the past. I hope that these exercises will inspire the young Indian with greater determination not only to fill his niche in society, but to take pride in all that his culture has to offer the world. I feel that the Native American Career Education Program will prepare the student for confrontations which could cause frustration, resentment, and even hatred towards those who do not understand him.

This unit may also serve as a door opener for teachers-- it may be what is necessary to educate them about Indians and about problems which may confront the Indian student.

It behooves us all to think in these terms as we prepare a foundation on which future generations may stand and from which their voices may be heard.

George W. Woodard, Sioux-Menominee
President, American Indian
Council of Santa Clara
County, Inc.

Contents

This book includes all information and student materials needed for the unit, "The Community." In some activities, students will be asked questions which they must answer in writing. Many of these questions have no single "right" answer. For your convenience, some sample answers have been printed after each set of reproduced questions.

At the end of this guide, you will find an annotated resource list. This has been included to help you locate good, appropriate audio-visual materials in order to stimulate student interest in the unit and to enrich their individual learning experiences.

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An Overview of the Unit

General Purpose

The Community (italicize) is a unit in the Native American Career Education program. The general purpose of this unit is to help Native American students understand the relationship between jobs and needs in their own community. The exercises in this unit focus on the economic structure and the economic survival of both the traditional and the contemporary Native American community

Goals and Objectives

There are four Activities in this unit. Each Activity has a specific goal and objective. These are as follows:

Activity 1. *The Indian Community--Then (it.)*

GOAL:	To help students understand the basic economic structure of a traditional Indian community.
OBJECTIVE:	Students will be able to define "a community" and "basic needs," and give examples of how traditional Indian communities met them

Activity 2. *The Indian Community--Now (it.)*

GOAL:	To help students understand similarities and differences between the ways in which traditional and contemporary communities meet their needs
OBJECTIVE:	Students will describe how basic needs are met in their own community, and who meets them.

Activity 3. *The New Company (it.)*

GOAL:	To help students understand some of the advantages and some of the disadvantages of bringing new business into a community.
OBJECTIVE:	Students will describe the pros and cons of bringing a business into an imaginary community.

Activity 4. *Helping a Community Grow (it.)*

GOAL:	To help students understand some of the principles and problems of community development.
OBJECTIVE:	Students will describe procedures for setting up a new business or organization in their own community.

Summary

The four Activities in this unit are related to community economics. In the first Activity, students are asked to read about how one Indian group used to meet its needs, and gather information on how their own ancestors did so. This information may then be presented in the form of a display.

In the second Activity, students will read about how basic needs are met in a typical small community now. They will then find out who meets these needs in their own community, how, and where. Students will construct a map of their community, on which this information appears.

In Activity 3, students will participate in a role-playing exercise in which they take the characters of residents of a small town in which a new company wants to locate. At a community meeting, they will discuss the pros and cons of letting the company lease land in the community, and make a decision.

In the last Activity, students will investigate the possibilities of meeting more needs in their own community by starting new businesses there. They will listen to a speaker on the local economic/employment situation and talk to someone who has actually started a business or service organization in the area. Then they will plan what new businesses they feel would be useful additions to the community.

Throughout the unit, the stress will be on considering both the pros and cons of old ways and new ways, of bringing in new business, and of leaving things alone. There are no simple solutions to the problem of improving community economies, and students need to learn to think about both potential benefits and problems in change.

Scheduling

Activity 1: 5 class periods
Activity 2: 5-7 class periods
Activity 3: 3 class periods
Activity 4: 5 class periods

Teacher's Note: Class Discussions

"Contrary to the dominant cultural belief that life is pictured as child-centered, many Indian people's belief is that life is adult-centered. Therefore, Indian children are not expected to respond verbally; in many cases, no response at all is the accepted behavior." This quotation is taken from the Navajo Instructional Guide developed by the Rough Rock Demonstration School in Arizona. It may help explain why certain Indian students may seem quiet or unresponsive.

At various points in this Teacher's Guide, you will find recommended questions for discussion. It is not essential that responses to these questions be elicited from the class. With students who are not used to responding verbally, it may be frustrating to try getting a general class discussion started. There are, however, a number of alternative approaches.

The simplest of these is to simply talk about the questions, their implications, and some possible answers in a general way -- an informal lecture, for example. Where time allows, you may ask students to discuss questions with their small groups or you may put the questions on the blackboard and ask the students to make their responses in writing.

Introducing The Unit In Class

To begin, explain to students that in this unit that they will be looking at their own communities to find out something about what kinds of jobs have to be done for people to get along. If this is the first Native American Career Education unit your class has had, begin by following the suggestions in Reading the Poem, and Introducing the Program, below.

Reading the Poem

Reproduce and hand out to students, or write on the board, or simply read aloud, the poem by David Martin Nez which appears on p. 6 of this book. It is a stanza from a poem called "Old Way, New Way."

Afterwards, encourage the students to discuss what they think the poem is saying. Possibilities might include 1) that it is important to learn what other cultures have to offer; and, 2) that it is important to understand and preserve the beauty of one's own culture.

Introducing the Program

When the class has discussed the Nez poem, write the words *Native American Career Education* on the blackboard. Ask the students to discuss what they think this phrase means. If they have trouble getting started, help them by breaking the concept into parts. Ask questions that will lead the class step by step to a general understanding of the ideas involved.* Students should be encouraged to work together in small groups to answer questions like these:

1. What is an American?
2. What is a Native American?
3. What is a career? Can you name some examples of different types of careers? Are there any careers which interest you right now? How do people get started in careers?
4. What do you think that career education is?
5. What do you think that career education for Native Americans is? How might this be the same as career education for other kinds of Americans? How might it be different?
6. Why do you think we are going to study Native American Career Education now? How do you think that this type of education can play an important part in your life? What kinds of things do you think you need to learn about careers?

Reproduce and hand out or read aloud to the class the selection "What Native American Career Education is all About," which appears on p. 7 . Afterwards, ask students to discuss the reading. Focus student attention on certain key ideas by repeating some of the earlier discussion questions. Ask: "How can Native American Career Education play an important part in your life? What kinds of things do you think you need to learn about careers?"

Introducing the Book

Divide the class into groups and ask them to discuss now what they think this unit is about. During the discussion, ask the students to review the suggestions which you wrote earlier on the blackboard. Encourage them to add to this list any new ideas that they have to offer.

Explain that *The Community* is about how people who live in a group work together to meet their various needs. As they read this book and do the different exercises, students will be asked to think about how Indian communities have taken care of themselves in both traditional and contemporary settings. They will be asked also to think about and examine their own community and the way it takes care of itself today.

Reproduce and hand out or read aloud "What This Book Is All About" (p. 8). As you review this material afterwards, concentrate on the fact that the main idea of this unit is to help students learn how to end group conflicts.

As you review the content of "What This Book Is All About," you should also include the following two ideas:

1. The students will be asked to work together in small groups for many of the activities in this unit. There are two reasons for this. First, small group work has been found to be a good way of doing the types of activities which this unit involves and, second, small group work will expose the students to the kinds of group situations which they will experience on most jobs.

Review

Before beginning Activity 1 , review what you have done so far in class. If you have introduced the unit successfully, the students should be able to supply a general answer for each of the following questions.

1. What does Native American Career Education mean?
2. What is the book *The Community* going to be about?

These lines are taken from the poem "New Way, Old Way," published by The Writers' Reader, *1964, copyright 1969. Used by permission of the author, a former student at the Institute of American Indian Arts, Santa Fe, New Mexico, a Bureau of Indian Affairs school.*

We shall learn all these devices
The white man has.
We shall handle his tools
For ourselves.
We shall master his ma[illegible]ery,
his inventions,
his skills,
his medicine,
his planning;
But we'll retain our beauty
And still be Indian.

David Martin Nez

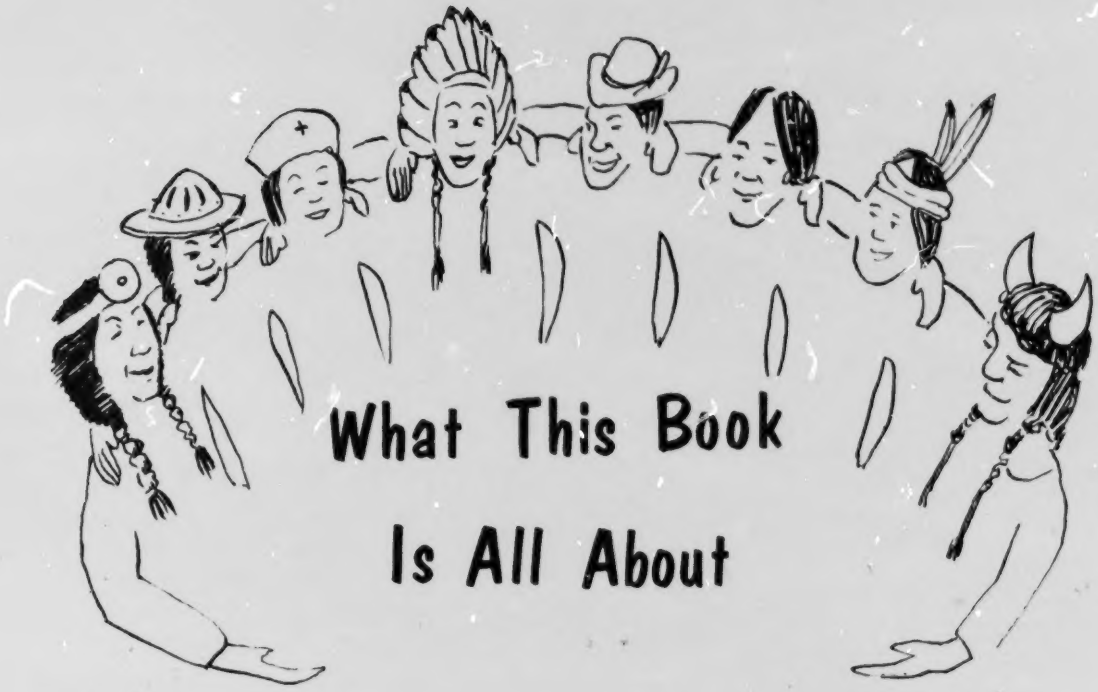
What Native American Career Education Is All About

All over the country, Indian students, parents, and communities are asking, "Where can we find good jobs?" For too long, too many Indians have ended up with poor jobs or no jobs at all. Career education is one way to change this.

Planning for a career should begin long before you actually start working. But what kinds of jobs are there? What are different jobs like? How do different jobs fit together? How do you find out which job would be best for you? Career education is one way to find the answers to questions like these.

Native American Career Education is a program that has been written especially for Indian students. Indians from many tribes have helped plan, write, and test this program to make it as useful as possible to you. Some of the activities may seem like games. That's because we think learning can be fun. Sometimes even work is fun!

Good luck!



What This Book Is All About

Why do people live in communities? How do communities help people get the things they need?

What is your community like? In this unit, you will be looking at an Indian community 150 years ago and your community today.

All communities--past and present--exist to meet the people's needs--getting food, building homes, taking care of the sick and injured, making laws, making sure that laws are obeyed, letting people know what's going on, keeping the area clean, getting from place to place, and making sure all goes well.

What kinds of jobs in the community help meet these needs? This unit may help you learn what jobs that exist and the jobs that are needed in your community.

Can science help your community stay alive, do well, and make use of its own land and resources? Only you can answer that. Hopefully, this unit will help you and others to get together and help your community.

Activity 1. The Indian Community -- Then

GOAL: To help students understand the basic economic structure of a traditional Indian community

OBJECTIVE: Students will be able to define community and Basic Needs, and give examples of how traditional Indian communities met them.

WHAT STUDENTS WILL BE ASKED TO DO

- Discuss the meaning of community
- Identify basic needs of all communities
- Read about how one Indian group used to meet its needs
- Do research on how their own tribes used to meet their needs
- Prepare a display illustrating ways in which traditional Indian communities meet basic needs

PROCEDURE*

Preparation

To prepare for this Activity, do the following things:

1. *Find out the tribal representation among your students.* Begin by doing research yourself and acquiring a general knowledge of the tribal representation in your area and state. In class, ask the students to identify their tribes. Encourage them to describe their own tribes to the rest of the class or to the members of their small groups.

*Remember that the directions given in this Teacher's Guide are only *suggestions*. Use them to create a course which best suits you, your individual students, and the amount of time which is available.

When questioning the students about their tribes, try to build up their self-confidence a little. Too much praise, however, may tend to embarrass a student.

For example, tell the class that the Navajo tribe has lived in Arizona for many years. Some neighbors of the Navajo are the Hopi and Zuni tribes. Then ask, "Who is of American Indian heritage in this class?"

Or, if the class is all Indian or mostly Indian, take the above situation, for example, and ask, "Who is Navajo?" From there, you can ask the other students to name their tribes.

Or, if the class has a small number of Indians, choose one that you think is of Native American heritage and discuss his or her tribe privately outside the classroom. This would avoid having to ask the student to respond directly to the question in class.

2. *Check the library and/or other possible resources for books pertaining* to tribes of students and traditional stories. As you attempt to develop a reading list which is appropriate to the tribes represented in your class, you should consult local Indian organizations. They may be able to give you suggestions on books or they may be able to refer you to other sources. In class, ask the students if they've read any books that might be helpful with the assignment. Suggest that the students ask their friends and relatives for suggestions. One book which is highly recommended is The American Indian (Special Edition for Young Readers), by Oliver La Farge (Golden Press, N. Y., 1973 - $4.00). It has sections on each Indian culture area, with many illustrations.

3. *Prepare and distribute a list of appropriate books to the class.* An opportunity to invite discussion and arouse interest would most likely result from your writing the titles of the books on the blackboard and giving a brief description of each book. Afterwards, ask the students to copy the list from the board or give them a duplicated copy.

4. *Divide the class into small groups of five, six, or seven students.* The method you use to divide the class is up to you. Groups may be assigned, chosen at random, or chosen by the students themselves. Choose the method which seems best for the students in your class.

Exercise 1. What is a Community?

If students have previously had the unit "Part of the Whole World," you should refer to the first Activity of that unit and treat Exercises 1 & 2 as a review. Otherwise, begin as follows:

On the blackboard, write the question "What is a community?" After students have suggested some answers, or if students seem unwilling to volunteer ideas, use the following questions to help them arrive at a workable definition:

. Are all members of a community related? *Probably not-- **that** would be a family, clan, kin-group, etc.*

. Do all members of a community have a relationship? *Point out the difference between "related" and "relationship." If people call themselves a community, it means they have things "in common", do things for and with each other, etc. Community members buy and sell from each other, participate in group activities, and definitely have a relationship.*

. Do members of a community live near each other? *Usually. However sometimes you may have two different "communities" existing side by side, or a group of people who think of themselves as a community even though their homes are scattered all over a city, or over a wide stretch of countryside.*

. Why do people think of themselves as a community? What kinds of buildings or organizations do they label "community..."? *Looking at a telephone book under "Community," will help answer the second part of this question. Write down student suggestions.*

When you and the students have finished the discussion, you should be able to write on the board a definition of "Community" which will be acceptable to everybody. The definition might read something like this--

A Community is a group of people who may or may not be related who see each other often, usually live in the same general area, and who share social and business activities.

Students should copy down this definition and keep it.

Exercise 2. Basic Needs

For this exercise, divide students up into workgroups. There are several ways in which this can be done. If tribal representation allows, you may want to put students from the same tribe, or similar tribes, together at least for this Activity. If you have other ethnic groups in your class, you may want to divide them up along those lines. If male/female relations in your class are particularly difficult, you may find it useful to separate boys and girls. On the other hand, you may prefer to mix everyone up as thoroughly as possible. However you divide them, try to have both good, average, and poor students in each group so that they can help each other. Your own knowledge of your students will be the best guide in forming workgroups.

Ask the workgroups to appoint one student as "secretary" to each group. Then write on the board the question, "What basic needs do all communities share?" Advise them to start out by listing anything they can think of, and gradually combine things which are similar until they have ten or twelve categories.

When students have finished, reproduce, copy onto a piece of poster-board, or show on an overhead projector the drawing. Have students divide up the needs they have identified and place them under one of the four basic needs.

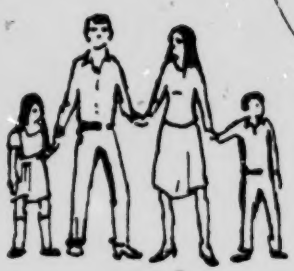
PRIMARY AND SECONDARY BASIC NEEDS

FOOD

Animal
Vegetable
Liquid

SHELTER

Housing
Clothing
Heat



SECURITY

Defense
Law & Order
Health
Religion
Art
Entertainment

AIDS

Tools & Equipment
Transportation
Communication
Education

Exercise 3. How the Plains People met their Needs

Explain to students that later on in this Activity they will be gathering information on how their own ancestors met their basic needs. But first, they will read a short passage about how one Indian group, the Plains Indians, met some of the needs in the four basic groups.

Explain that among these Indians, the community was the band (a portion of a given tribe which formed a village in the summer, though it might split into smaller groups for hunting or in the winter when food was hard to find. One hundred and fifty years ago, these Indian communities had the same needs Indian communities (or any others) have now. But the ways they satisfied them were different in most cases from both the present and from the ways of other tribes.

Reproduce and hand out to students copies of pp. 14-21 in this book. When they have finished reading, ask students which jobs described help the community meet its need for FOOD, which jobs help it get SHELTER, etc. until all the jobs have been covered. Write answers on the board as students give them, and suggest that they take and keep their notes (or have the workgroup secretary take notes for everyone).

Exercise 4. Meeting Needs--Variations on a Theme

In this exercise, students will learn how a number of different kinds of communities meet their basic needs. If students are not already divided into work-groups according to tribes, culture areas, or ethnic groups, they should be redivided at this time. ("Indian culture areas" are those tribes which are from the same geographic area and have many cultural characteristics in common.)

Write on the board the question--"How did your ancestors meet their basic needs?" Depending on the nature of your class, decide with the students exactly what group should be considered their ancestors for this exercise. They can take their own tribe, or all the tribes within one culture area. If you have non-Indians in the class, they should be assigned to find out about how their ancestors lived at any period before the Industrial Revolution. In the case of students of mixed ancestry, they have the choice of taking the ancestors who are easiest to find out about, or those whom no one else is researching. In some cases, individuals may do reports alone.

Specifically, each group or individual should be asked to find out in what ways a community of their ancestors did each of the things pictured in the reading about the Plains tribes. They should be prepared to present this information in the form of an oral or written report, or drawings*. The questions on pp. 22-23 can be used as guidelines.

The Book, The American Indian, mentioned in the introduction to this Activity, is a good source of information. The BIA also has booklets on many individual tribes. If students live at home, they may ask grandparents and other older people for information, or local museums and historical societies may help.

*NOTE: Some students may hesitate to answer the question about religion. Indicate that they can skip this one if they feel they should, but try to make clear that people today respect the Indian religions.

How the Plains People Met their Needs

Hunting

On the Plains, the main source of food was the buffalo. Great herds moved north in spring and south in fall, and the people killed and preserved enough meat to last all year. They hunted other animals too.

Gathering plants.

The people knew which wild plants were good to eat, and where to find them. Before they had horses, some of the Plains tribes grew corn as well.

Building homes

The men killed buffalo, and the women sewed the hides together for a tepee cover. The men rode out and brought back long poles to make the frame. The tepee could be put up and taken down quickly when the people moved.

Keeping the area clean

Long ago, the people in the community used almost everything. So very little was thrown away. Whatever waste they had was often buried by people in the community.

Making clothes

The people made all their clothes out of leather. They used deer-skin for clothes, and buffalo hides for moccassins and robes. The skins had to be scraped and tanned before they could be cut and sewn.

Gathering fuel

They gathered firewood from the trees near the rivers. They also burned buffalo chips when there were no trees. Long ago, every member of the family helped meet its needs.

Making laws

Long ago, laws were made by chiefs and tribal councils.

Watching over the community

Warrior societies like the "Dog Society" kept order (especially during the buffalo hunts). All the men fought to defend the tribe.

Taking care of the sick or injured

When someone was either sick or injured, he was brought to a medicine man or shaman.

Religious activities.

People got spiritual power from visions. Religious societies were in charge of putting on ceremonies for the tribe.

Entertaining

Everyone needs to have fun. The Plains tribes played games, gambled, sang and danced, and listened to story tellers around the fire.

Making things beautiful

People painted pictures on their tepees, did beadwork on their clothes, and carved wood and stone. Everybody was an artist.

Communication

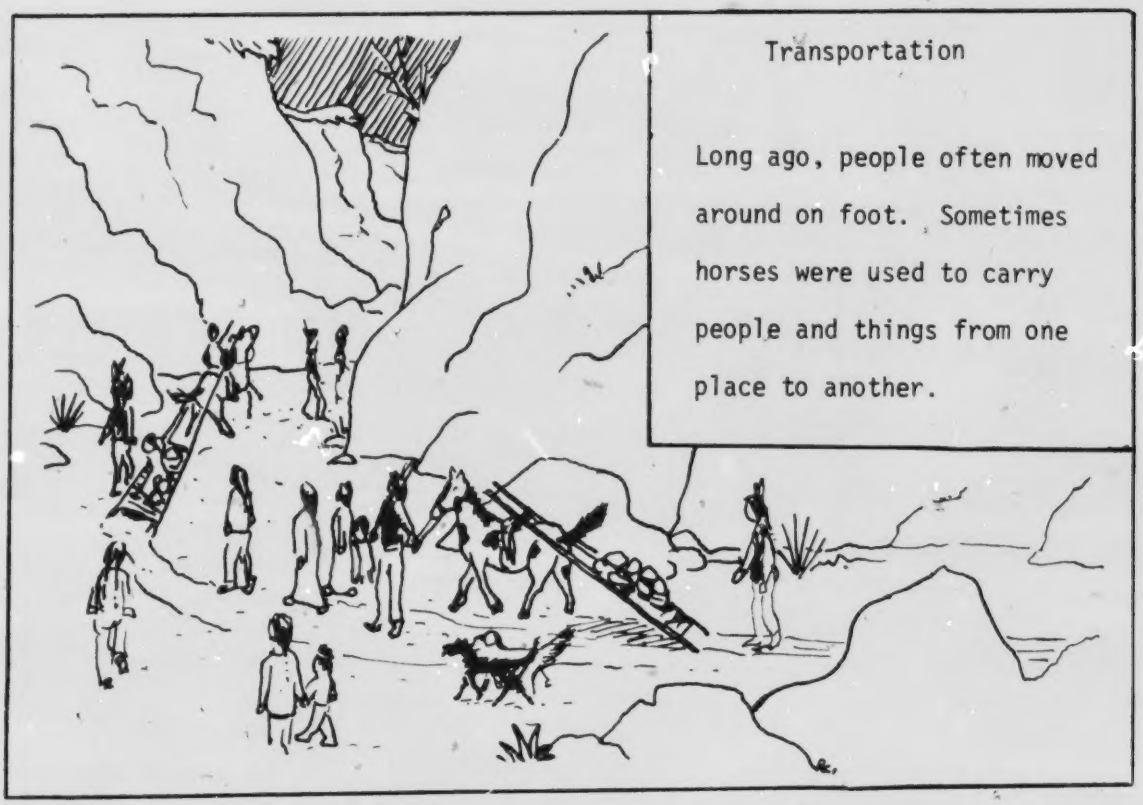
News spread around the community by word-of-mouth.

Teaching and learning

Children learned how to do things from their parents and other relatives. The old people told them tribal history and legends.

Making tools.

People made the tools they needed out of the materials they had. Plains tribes made many things out of leather.



Transportation

Long ago, people often moved around on foot. Sometimes horses were used to carry people and things from one place to another.

Name: _____

Tribe or group: _____

HOW DID YOUR PEOPLE--

1. Get meat to eat?

2. Get vegetables, fruits, etc. to eat?

3. Build their homes?

4. Keep their villages clean?

5. Make clothes?

6. Get fuel?

7. Make laws and govern the community?

8. Keep the community safe?

9. Take care of the sick?

10. Worship?

11. Have fun?

12. Make things beautiful?

13. Get information around?

14. Teach the children?

15. Make tools?

16. Get from one place to another?

Exercise 5. Display

If students have drawn pictures for their reports, a display on traditional ways of meeting needs would be a good way to conclude this Activity. Have students group all the picture under the specific needs they refer to, and organize the display as a whole around the four basic need areas.

Additional Activities

1. A profitable topic for class discussion would be the difference between jobs and roles. If the information they have gathered is sufficient, ask students what they think the difference between, for instance the "job" of farmer and the "role" of provider of vegetable food would be. The point to be made is that in traditional Indian communities, different classifications of people would be responsible for certain need areas, but that each person did a number of different jobs. Today, on the other hand, a person has a primary job, and anything else he or she does is a hobby. Also, in traditional communities roles were defined by the group (i.e. men did certain kinds of things, and women did other things). The amount of choice an individual had differed from tribe to tribe, but in general was less than today. If possible, lead the discussion to speculation on why it might have been necessary to arrange things that way then, and why things are different now. (Note that in a traditional society people had little choice about their basic role, but a considerable variety of jobs within it, whereas today people can usually choose their jobs, but after that are often stuck in a rather narrow groove).

2. If your school is located in an area where there are archaeological sites being investigated, it might be interesting to arrange a field trip to one of them. They may have been able to gather information about the past from relatives, but the techniques of archaeology are another way of learning about the past. This could lead into a general discussion of the sources of historical information and how to assess their validity.

(NOTE: Before setting up the field trip, get in touch with the local Indian community leaders to find out whether the excavation is being conducted with the permission of the people whose ancestors are being dug up, whether there are local religious objections to such excavations, or whether the archaeological investigations are touchy for political or other reasons. If any of these points are causing problems, skip this activity.)

Activity 2. The Indian Community- Now

GOAL:	To help students understand similarities and differences between the ways in which traditional and contemporary communities meet their needs
OBJECTIVE:	Students will describe how basic needs are met in their own community, and who meets them

WHAT STUDENTS WILL BE ASKED TO DO

- Read a picture story about how basic needs are met now
- Identify where basic needs are met on a map of the community
- Do research on the poeple who meet these needs
- Present information on people and jobs to class
- Compare jobs in a traditional and contemporary community

MATERIALS NEEDED

- a map of the community or materials to make one
- colored paper, felt pens or crayons
- local telephone book

PROCEDURE

For ease in analysis, the exercises in this Activity are based on the structure of a small to medium-sized town. In very large cities or in very rural areas, many basic needs will probably be supplied from outside the area which thinks of itself as "the community." In that case, the "source" should be identified as the place at which these things become available to the community (the supermarket rather than the farm, etc.). In rural areas, the nearest market town, county seat, etc., may be studied. The compromise which will be most meaningful to the students should be chosen.

Begin by explaining to students that in this Activity they will be studying the community in which they now live. Ask the class what similarities they can think of between Indian communities in the past and today. Write student suggestions on the board and leave them there until after the first exercise. Explain that in the first exercise they will be reading about how basic needs are met in a typical small town on a reservation or in a primarily Indian area.

Exercise 1. Meeting Needs Today

Reproduce and hand out to the class copies of pp. 27-34 in this Guide. These pictures and captions show contemporary equivalents of the scenes in the reading about the traditional Plains Indian community in Activity 1.

When students have finished reading/looking, ask them to compare these pages with the ones describing the traditional community. Can they add any comments to the list of similarities they came up with before beginning this exercise? Can they list any differences between the two kinds of community? The most notable difference, of course, is that in the past people met most of their own needs, or depended on family or people they knew, while today most jobs are divided up, a person does one and depends on strangers or companies for the rest.

Have students make notes on these similarities and differences and keep them. A worksheet for comparing them is included on p. 35 ; followed by sample answers.

Exercise 2. Where Needs are Met

Divide the class into workgroups, and give each group the assignment of finding out as many places in their community as possible where needs in one need area are met. If you have six workgroups in the class, sub-divide the area of "SECURITY" into "physical security" and "mental security", and the area of "AIDS" into "communication/education" and "transportation/tools." The work-groups may divide up the individual items in each need area among their members (ex. FOOD--meats, dairy products, fresh vegetables, grains, soft drinks, etc.).

Provide students with copies of the local phone book as an information source, and suggest that they question parents or other adults as to where they would look for the items in question.

Put up a map of the local community, and as each workgroup finishes its research, have them make labels with the names of the various stores and the needs they meet and place them in the correct places on the map. It might be useful to have the labels for each need in a different color.

In practice, this will be an exercise in planning and gathering information as well. Students may need some direction in figuring out what they need to know and how to go about finding it out. Circulate among the groups as they begin the exercise and make suggestions where necessary.

(NOTE: In some places, recent tensions between the community and police or other law enforcement agencies may make discussion of #8--"protecting the community," difficult. If so, and you have time, try to turn this to a positive learning experience by leading a discussion of what a police force ought to do for a community.)

How the Community Meets its Needs

Getting meat

Meat animals are raised on farms Or ranches. Then the animals are sold, butchered, and the meat is sent to markets where people buy it.

Getting vegetables

Today, fruit, vegetables and grains are grown on giant farms. Companies buy them and process and package them. People may buy food grown thousands of miles away from their homes. But some people grow food in their own gardens too.

Building homes

Homes today are usually built by construction companies.

Keeping the area clean

There is a lot of waste produced in most communities today. This waste is usually collected by a public sanitation service of some sort.

Making clothes

Today, most clothes are made out of cloth (cotton, wool or synthetic) in large factories. People buy the finished clothing in stores. Some people make their own clothes from cloth they buy.

Getting fuel

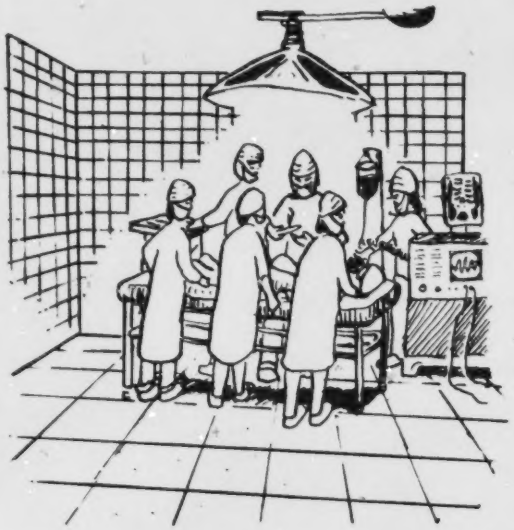
People heat their houses with furnaces which burn gas or oil, or electric heaters. They pay the power company to send fuel or electricity to their houses.

Making laws

Some of the laws in an Indian community today are made by a tribal council. Other laws are made by local, state, and federal governments.

Making sure that the laws are obeyed

Tribal and local police help guard the community.



Taking care of the sick or injured

When someone is sick or injured, he is brought to a doctor in an office, a clinic, or a hospital. Traditional ways of treating the sick are also used.

Religious activities

People in the community may worship in many different ways. Some are Christians, some follow traditional religions, some belong to the Native American church.

Entertaining

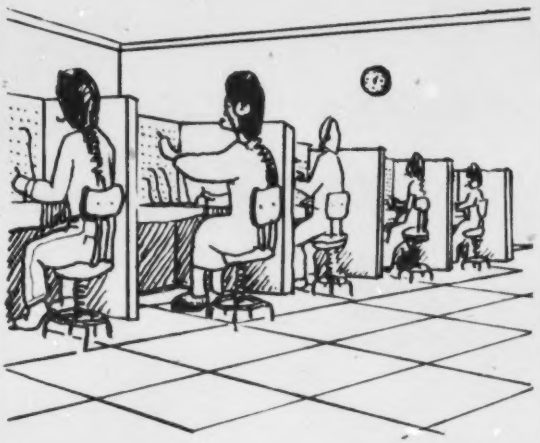
People in the community go to movies, watch TV, and listen to the radio. They also hold events with Indian entertainment, especially singing and dancing.

Making things beautiful

Indian artists make beautiful things for themselves and to sell to others. Decorations are also applied in factories to items sold in stores.

Communication

Modern technology has affected the way that people in a community communicate today. Telephones, television, radio, movies, newspapers, and magazines are some of the ways that news travels from one person to another.

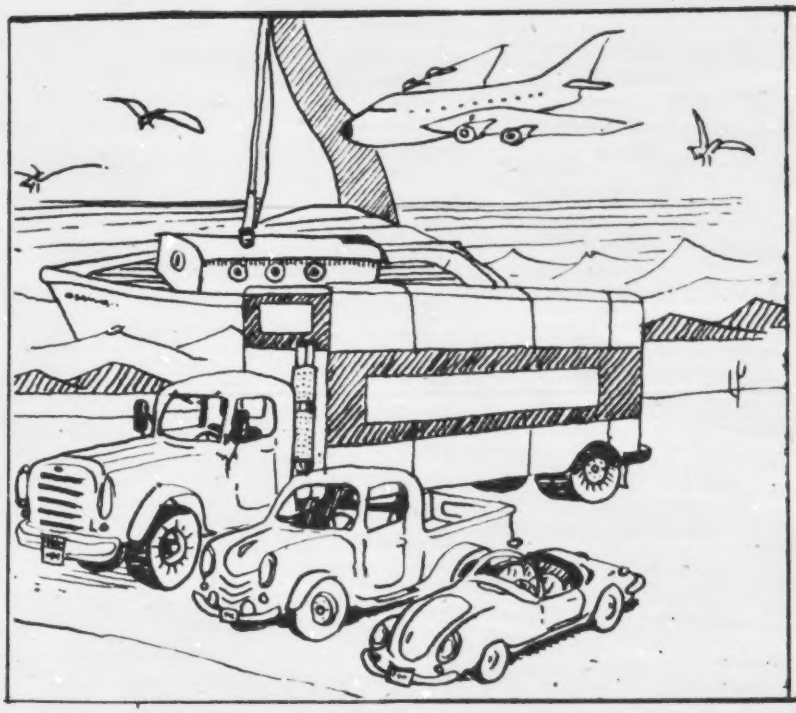


Teaching and learning

Children learn many things from their parents, but they also go to schools, where professional teachers teach them basic skills. Later, they may go to special schools for training in jobs.

Making tools

Tools, furniture, hardware, and other things that people use are made in large factories and sold in stores.



Transportation

People can now get from one place to another by car, bus, boat, train, or airplane.

Name: _____

Date: _____

Briefly say what is the same and what is different about the way the Plains tribes used to do things, and the way a community does things now:

Activity	Same?	Different? -- How?
1. Get meat		
2. Get vegetables		
3. Build homes		
4. Clean up		
5. Make clothes		
6. Get fuel		
7. Make laws		
8. Protect community		
9. Care for sick		
10. Worship		
11. Have fun		
12. Create art		
13. Teach kids		
14. Spread information		
15. Get tools		
16. Get around		

Sample Answers

Name: _____

Date: _____

Briefly say what is the same and what is different about the way the Plains tribes used to do things, and the way a community does things now:

Activity	Same?	Different? -- How?
1. Get meat	*no*	*Although some people still hunt, they don't get their whole meat supply that way. Animals are raised for food, meat sold in stores.*
2. Get vegetables	*yes/no*	*vegetables are raised on large farms and sold in stores, sometimes after being processed.*
3. Build homes	*no*	*most homes are build by contractors and construction companies, not families.*
4. Clean up	*no*	*city garbage trucks collect waste.*
5. Make clothes	*yes/no*	*clothes are made in factories, sold in stores, or people buy cloth and make own.*
6. Get fuel	*yes/no*	*some people have wood stoves, but more buy gas oil, electricity for heat and light.*
7. Make laws	*no/yes*	*some tribes elect officials, some have traditional governments, all Indians can vote in U. S. elections.*
8. Protect community	*no*	*tribes and towns both have police forces. the U. S. has an army.*
9. Care for sick	*no/yes*	*people go to doctors, hospitals,or use old ways*
10. Worship	*yes/no*	*traditional, new Indian, or Christian religions all used*
11. Have fun	*yes/no*	*traditional singing, dancing, etc. but also movies, TV, sports*
12. Create art	*yes/no*	*traditional techniques and designs, and modern art using modern techniques, all used*
13. Teach kids	*yes/no*	*children go to schools to learn, but also learn from parents, relatives*
14. Spread information	*no/yes*	*newspapers, radio, TV spread information now, but word of mouth still works!*
15. Get tools	*no*	*almost all tools are made in factories and sold in stores*
16. Get around	*no/yes*	*cars, airplanes, boats used for going long distances, but some people still use horses too*

Exercise 3. Jobs and Needs

Now that students know where the basic needs of their community are met, they can begin to learn who meets them, and just what they do. Explain to students that in this exercise, each workgroup will take one need area and find the answers to a set of questions about one or more jobs within it. Instructions and questions are provided on p. 38 of this Guide.

Depending on the resources of your school and area, students can gather this information in several ways. The most desirable way would be for the students to visit the store or business itself, and interview people who work there (the list of questions can be used as an interview schedule). The answers to these questions and student observations (including photos or drawings if feasible) can be combined into a report.

Another, and equally interesting way of getting the information would be to invite people with jobs in the various need areas to come speak to the class. This could be done on successive days, or they might all be invited together for a sort of panel discussion. Telephone interviews should be considered if visits or appearances are not possible.

Other sources of information are films and filmstrips which may be available in your school resource library, books, promotional literature and brochures put out by businesses. Ask your school's counselor for any information on different jobs which he or she may have.

Depending on your community and resources, one or all of the above ways of gathering information may have to be used. Whether a whole workgroup work on one job or each member does a different one in the same area will depend on resources and student abilities. Cover at least one job from each basic need. Ideally cover all the needs in the picture stories.

When each group has got its information, this should be put into the form of a brief report which can be presented to the class. Drawings, magazine pictures, or photos taken by students can be used to illustrate it. Completed reports and illustrations can be added to the community map, attached by string to the appropriate places.

For further information on how to contact people in the local economic community, see Section IV: The Program and the Community (using Community Resources), the Native American Career Education Curriculum Guide.

JOBS AND NEEDS

All jobs exist to meet some need. In this exercise, you will use the questions below to find out about one of these jobs. Your teacher will discuss with you where to find the answers. First, decide which part of which need area you are going to find out about (for instance, in the area of FOOD, you might look at meats, vegetables, etc.). Then, find out what some of the jobs in this area are, and decide which one to study.

* * * * *

1. What need area is this job in ?
2. What part of the need area is the job in?
3. What is the name of the job?
4. What does someone in this job do? (for instance, what would a typical day be like?)
5. What are some of the good things about this job?
6. What are some of the hard things about this job?
7. What education or training does someone need to get this job?
8. Do people usually stay in this job, or move on , or up to something else? (what?)

If you can, draw or cut out pictures of people doing this job, the things they work with or the places they work. Be prepared to report to the rest of the class on what you found out.

Exercise 4. Old Needs, New Needs

Refer students to the list of similarities and differences between the traditional and contemporary communities they made at the beginning of this activity. Now, they have learned about a number of jobs. Write the following questions on the board:

"Are there any kinds of jobs in the community now that they did not have long ago?"

"Why do these new jobs exist?"

"Are these jobs necessary?"

Under each of these questions, write answers suggested by the students.

Although all jobs can be related to some need area, there are many jobs today which could not have existed earlier because the resources were not available, the techniques had not been developed, communities were not large enough to need them, etc.

In discussing these points, try to get students to think about why certain needs are met by people with special jobs, why a community based on an industrial technology meets its needs differently than one based on a hunting, farming, or gathering technology, and if possible, some of the pros and cons of doing things both ways. Let students consider the possibility that some of the old ways may have made for a more enjoyable way of life.

The most interesting question may be whether all these new jobs are really necessary. We could, for instance, depend for entertainment on each other, which would cut out actors, producers, TV repairmen, and many advertisers. Start students discussing what jobs would disappear if we cut out certain needs, or changed their forms. Then ask what would happen if new ways of meeting needs were developed. This exercise could finish with student descriptions or drawings of "jobs of the future" bounded only by the limits of their imaginations.

Additional Activities

If time and community resources allow, your class might sponsor a community careers assembly for the school or for a group of classes, in which people with jobs in various need areas came and spoke about what they do and how it serves the community. Wherever possible, Indian workers should be asked, since they will be much more convincing role models for students, and will understand the problems Indians face in getting jobs.

Activity 3. The New Company

GOAL:	To help students understand some of the advantages and disadvantages of bringing new business into a community
OBJECTIVE:	Students will describe the pros and cons of bringing a business into an imaginary community

WHAT STUDENTS WILL BE ASKED TO DO

- Prepare for a role-playing exercise
- Play the roles of community members considering whether to let a new business be started in the community
- Discuss what happened in the meeting and why

PROCEDURE

Explain to students that one way in which communities meet their needs and provide jobs for their members is to start new businesses. In this activity they will pretend to be people in our imaginary community where someone wants to locate a new company. They will learn about some of the advantages and some of the problems this might bring.

Exercise 1. Community Decision

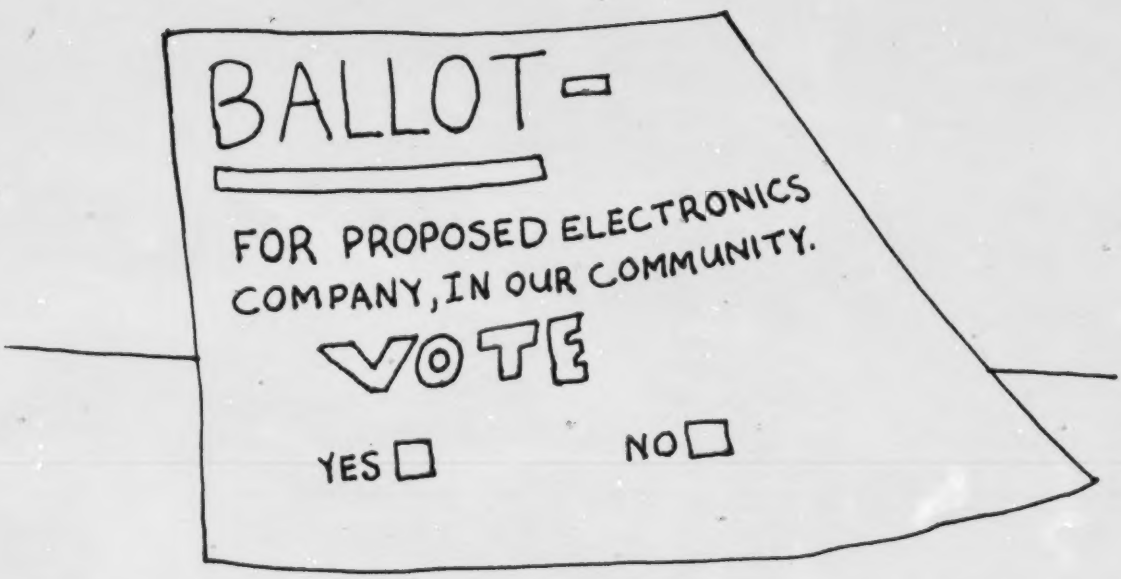
a. In this exercise, students will explore considerations involved in starting a new business in a community by participating in a role-playing exercise set in a community which has to make a decision on whether to let an Electronics Company locate there.

Write these questions on the board:

1. What is the name of the company and what does it do?
2. Why is the meeting being called?
3. Why does a decision need to be made?

b. Now, reproduce and hand out copies of pp. 42-43 , which briefly describe what the Electronics Company offers and where it proposes to build. The company wants to build its plant on land leased through the community and Bureau of Indian Affairs. The company must get the community's approval before leasing the land, and so a community meeting has been called to decide whether to grant approval or not. Ask students to look for the answers to the questions on the board as they read. Tell students that if they don't understand some of the terms in the reading to wait until the "meeting." Two work groups can be combined to use most of the roles, but each group should have at least six members.

c. Give students copies of the role descriptions on pp. 44-49 and ask each workgroup to decide who in their group will play which roles. Tell them that the roles marked with a star ★ must be included--the others are up to them.



WILLOW GLEN RURAL COMMUNITY MEETING
TRIBAL COUNCIL HALL
Tonight - 7:00 P.M.

PROPOSAL

TO

CONSTRUCT

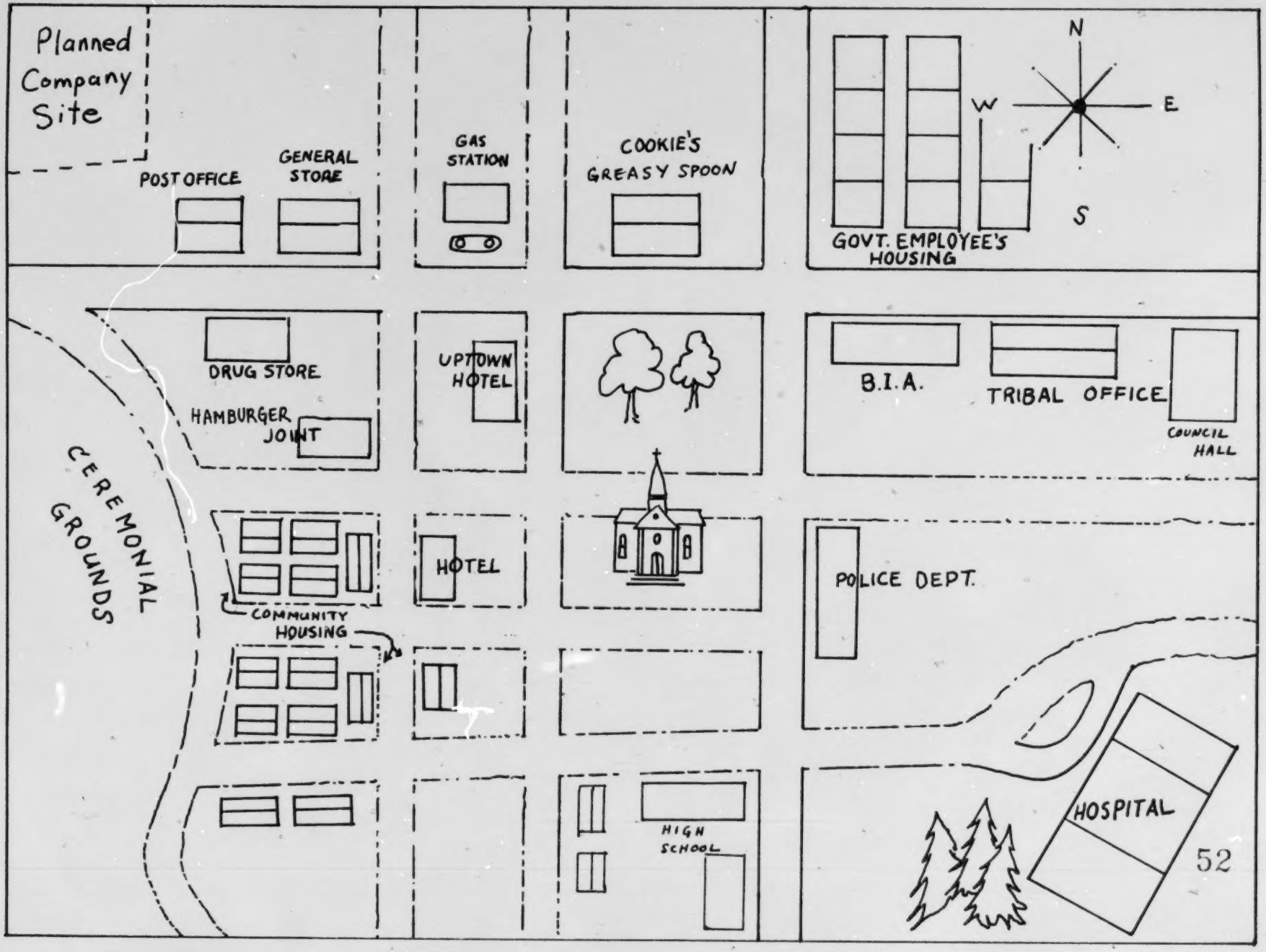
THE ALL ELECTRONICS TRANSISTOR COMPANY

The All Electronics Transistor Company has approached the Tribal Council and the Bureau of Indian Affairs (BIA) with a plan to lease land on the Northwest side of the community of Willow Glen.

The All Electronics Transistor Company would like to employ a total of 75 people from Willow Glen and the surrounding area who would be interested. They will offer on-the-job training for all employees.

There will be a 40-hour work week; fringe benefits: supplemental health plan and dental plan, retirement, unemployment, workman's compensation, and credit union membership; two weeks paid vacation the first year of employment, three weeks paid vacation after two to four years, and four weeks paid vacation for four years or more employment. One paid sick-leave day a month will also be given.

A spur will be built from the nearby railroad line to bring in materials cheaply. The company will be moving about a dozen management and training people into the area, but plans to replace them with local people as soon as possible.


Planned Company Site
POST OFFICE
GENERAL STORE
GAS STATION
COOKIE'S GREASY SPOON
N
W
E
S
GOVT. EMPLOYEE'S HOUSING
DRUG STORE
HAMBURGER JOINT
UPTOWN HOTEL
B.I.A.
TRIBAL OFFICE
COUNCIL HALL
CEREMONIAL GROUNDS
HOTEL
COMMUNITY HOUSING
POLICE DEPT.
HIGH SCHOOL
HOSPITAL

COMMUNITY MEMBERS AT THE MEETING

Lucille Little
Community Representative

Lucille is from the fourth generation of her family who have lived in the community. Lucille is an honest, concerned person who believes everyone should know about community business have a voice in it. The tribal council elected Lucille to be community representative.

Richard Trix, Representative
Bureau of Indian Affairs

Mr. Trix has been in the government service for 20 years. He knows all its rules. He also knows who to see and what papers to fill out to get something done. He is Indian, but from a different tribe from the community.

Mr. Tom Silver
"Local Gas Station"

Tom's relatives have had the gas station ever since horses went out of style in the territory. Tom's family are well known, well respected people of the tribe. Tom is not only respected because of his heritage but because he is a person of good character.

Mr. Edgar Bear Chief
Tribal Council President

The Tribal Council President is elected by the community. Mr. Bear Chief is the contemporary version of Chief of tribe. He has the responsibility of listening to his people and deciding (community business) with the help of the elders and community representatives. He is the spokesman for the community. He must be the negotiator and the diplomat in many situations. He is very honest and wise. That is why he is worthy of the position of the Tribal Council President.

Mrs. Dora Dubrey, owner
"Ol' Dapper Dan's Sleepy Hollow Motel"

Dora's father was Ol' Dapper Dan, a French mountain-man. Her mother was one of the prettiest Indian maidens in the territory.

Dora is a very friendly, easy-going person. She makes her guest feel very much at home during their stay at Sleepy Hollow Motel. She's usually available with her "Good Morning!" a history of the community and suggestions on local spots to see and visit.

Miss Marcia Anthony, Administrator
Public Health Service Hospital

Miss Anthony has been with the civil service 10 years; she started as the supply clerk, went to college at night to learn about management and gradually worked up to administrator.

Miss Anthony believes in a good health service for the Indian people. She does the best she can to improve all phases of the hospital.

Miss Anthony is one-quarter Indian. However, she spent most of her life in the cities. She is very involved with her civil service career and works too hard. As a result she has overlooked her traditions and culture.

Jane Johnson Smith, Postmistress
Post Office

Postmistress Smith is about 60 years old and she remembers her father's stories about the pony-express days. She thinks that was a darn good way to get news across in the country. She doesn't quite believe in these modern post offices but since there isn't any pony-express in these parts any more, she has resigned herself to running the post office.

Mrs. Cookie Washte
"Cookie's Greasy Spoon Restaurant"

Cookie always has a smile on her face even when she has the Sunday bunch for lunch. Sunday is very busy with all the church attendance and Sunday socializers.

Cookie is a hearty, busy-busy body. What makes Cookie smile is the happiness she gets from seeing her customers enjoy one of the "Spoon's" specialties.

John Looks Twice
Police Department

John is hard, serious and loyal to his job. His job means he has to enforce laws from the main office in Washington, D. C. Some of them do not seem to apply to his community. But they are the written laws that John's job makes him follow. That is why John is hard, serious, and loyal to his job.

Mr. Duncan Upton, Owner
"Uptown Hotel"

Mr. Duncan Upton came to the community in the early 1930's. He is from England and one of the old timers in the territory. He and ol' man Big Eagle are the known story-tellers of the older people. Whether they can really understand each other's tales, we're not sure since Upton comes from the tea and crumpets times and Big Eagle comes from the big buffalo hunt and feast times. However, they have been buddies for years so it really doesn't matter if they understand each other's stories or not.

Mr. Joe Lagosie, Owner
"Hungary Joe's Grocery Store"

Born and raised in Hungary, Joe came to join the community about 10 years ago. He was only passing through when he stopped at "Cookie's Greasy Spoon Restaurant" for breakfast and saw Harry Spotted Horse's daughter, Alice. Alice was the waitress at "Cookie's." Of course, he fell in love and married Alice. He decided to start his little business here instead of in the big city.

Joe is very good-natured, kind, and considerate. However, he is also very generous. He gives so many people credit, he makes no profit, so his store does not get any bigger either.

Mr. Roger Glispie, Owner and Druggist
"Town Drug Store"

Mr. Glispie is three quarters Indian. However, he was born and raised in the city. He learned how to be a druggist at the state university. Roger just brought the drug-store last year.

Roger read about the need for a druggist in the small community in one of the U. S. Medical Journals. The drug store fills all prescriptions from the Public Health Hospital.

d. When students have chosen their parts, explain that you are going to give them role instructions for the meeting. They should read these carefully, and act as they tell them to. They should not tell anyone else in the group what their instructions say.

The role instructions are include on pp. of this Guide. Reproduce one set for each role-playing group and hand them out to the appropriate students. Give students about ten minutes to read their instructions and think about how they will act.

Exercise 2. The Meeting

If you have a student who does not wish to role play, he or she may observe and take notes on what is going on. If your students in general are hostile to the idea of role playing, you may want to have them discuss or describe the probable course such a meeting would take, and the advantages and disadvantages of the pro- or con decision. However you should encourage them to at least try it--they may find it is more fun than they expected.

Begin the exercise by asking students to make a few notes on what "they" will be saying at the meeting. Their notes should cover how they will vote, and why they do or do not want to let the electronics company build in the community.

When everyone is ready, remind them that the purpose of the meeting is for the "community" to make a decision. Allow twenty or thirty minutes for the role playing.

Open the meeting by temporarily taking the role of a representative of the Electronics Company and reading the following introduction:

I am (Bill/Barbara Morgan) and I am from the All-Transistor Electronics Company. I want you to all know that we hope very much that you will let our company locate in your community. You have a nice town here, and we think we have something to offer you as well.

For one thing, our employees will get a lot of fringe benefits--extra advantages in addition to their pay. You may not know what some of these are, so I will explain them--one thing we will have is a health plan and a dental health plan. That means each worker pays some money every month and we pay the rest, and if the worker or someone in his or her family gets sick or needs a dentist, the health plan will pay for it. The same goes for the

retirement plan. The worker and the company both put in money, and when he or she retires, he or she starts to get it back in monthly payments.

We will also set up a credit union--employees can use it like a bank to save their money, and then if they need a loan the credit union will give it to them for a smaller interest fee than the bank would charge. Of course state law already requires employees and companies to pay money into the workman's compensation and unemployment funds, so if a worker gets fired or too sick to work the state will pay the money back to support him or her.

Then there is the advantage to the tribe--if we lease this land, the tribal treasury will get the money, just like a house owner gets rent. Then you can use it to do other things for the community.

Well, that's all I have to say. I will be here during your meeting if you have any questions. Thank you.

While the "meeting" is going on , circulate among the groups and support the action*. You must decide when to stop a simulation that is not getting any where, or that is too "hammy" or unrealistic. You may interrupt to remind role-players of their roles. Usually once a role-playing exercise gets underway, interruptions are not necessary. If necessary, you can also take the role of "company representative," and explain any points student do not understand.

*For more information on role playing and how to observe it, see pp. 32-35 of the Unit "Cooperation."

ROLE SHEET

Mr. Edgar Bear Chief
Tribal Council President

(AS TRIBAL PRESIDENT, YOU ARE DEFINITELY A GOOD LISTENER. YOU WILL WAIT UNTIL LAST TO SPEAK. YOU ARE ALSO THE ONE WITH THE WINNING SOLUTION TO THE DECISION; SO YOU MUST WAIT UNTIL EVERYBODY HAS BEEN HEARD.)

At the end of the meeting, say: Our people will not let this company be built as planned. Mrs. Little, Community Representative explained that it would be treading on tribal sacred ground.

On the other hand this company would give our people jobs. It would give them coins in the pocket and a steak on the dinner plate once in a while. We also hope that these jobs could give our people more understanding of technological ways. We do not say we want to change our own ways, but in these times, we must learn about technology too. We may need it to save what land and other resources we have and to make our land and resources work for us and with us.

I have a suggestions which may be okay with both sides--let them build company in the North Central area on the outskirts of the community. It would not be on sacred ground then. Also, people could walk to work, and those who drive would not have to go through town and cause traffic. The shopping area is close enough to walk to. The plans for the building should be carefully checked to make sure the factory will not cause pollution.

ROLE SHEET

Miss Marcia Anthony, Administrator
Public Health Service Hospital

You think that if new people move into your community at the company it will give a chance to serve more people's health needs, a chance to ask Washington to send more specialists in medicine and a chance to offer on-the-job training to the Indian people to become professionals.

You believe the company will help the community as a whole and that it should be built.

HOW TO VOTE AT THE MEETING: (YES) UNDECIDED NO

ROLE SHEET

Richard Trix, Representative
Bureau of Indian Affairs

You know the community must agree on a decision before asking the Department of Interior to give land leasing privileges to the electronics company.

This will mean a lot of writing and talking, and asking to expand the Police Department and the Public Health Service Hospital. You point out that people will have to drive through town to get to work and cause traffic and pollution.

You hate to think of all the work you will have to do (paperwork, telephone calls and letter writing, etc.). You might even have to go to Washington, D.C. You wish everybody would hurry up and decide what they want to do. You hope you don't have to do all the work.

HOW TO VOTE AT THE MEETING: YES (UNDECIDED) NO

ROLE SHEET

Lucile Little
Community Representative

You have talked with the elders and families living in the community about the electronics company's plan to build in the area.

The elders and the families of the community do not want the company moving into the area because of the location they have chosen on which to build. It is too near the tribal ceremonial grounds.

You also wonder how the company is going to get the power to run, and if it will cause pollution.

HOW TO VOTE AT THE MEETING: YES UNDECIDED (NO)

ROLE SHEET

Mr. Joe Lagosie, Owner
"Hungary Joe's Grocery Store"

When you heard about the new electronics company plan, you had visions of Joe's Super Market, which would be two or three times bigger than your grocery. You can imagine yourself bossing hired help (like two or three cashiers) instead of doing all the work yourself. You can imagine Alice's mother, Josie, with a smile on her face as she decides which one of the six different brands of laundry soap she should buy.

However, Alice's father, Harry, warned you not to dream because there was bad medicine about this company. You are not sure what Harry is talking about but you know you must go slowly.

You will let the people know you think the company may be a good thing; however, you will listen carefully to the other community people too.

HOW TO VOTE AT THE MEETING: YES (UNDECIDED) NO

ROLE SHEET

Dora Dubrey
"Ol Dapper Dan's Sleepy Hollow Motel"

You see the electronics company as a great opportunity for employment and prosperity for the community.

Because the highway cuts off the company from the ceremonial grounds, you believe there is enough space for both places to function.

Your decision is "Yes" to build the company.

HOW TO VOTE AT THE MEETING: (YES) UNDECIDED NO

ROLE SHEET

Mr. Duncan Upton, Owner
"Uptown Hotel"

You think it would be a splendid idea to have such a big business in town. The Uptown Hotel is not what it was in the 1930's and some repairs would not hurt at all.

You have dreams of bringing back your once elegant hotel. So you will definitely say "Yes" to the decision.

HOW TO VOTE AT THE MEETING: (YES) UNDECIDED NO

ROLE SHEET

Mr. Roger Glispie, Owner and Pharmacist
'Town Pharmacy"

You want to help your people in any way you can. However, you have a lot to learn about your people's traditions and culture.

You do not know or understand the sacredness of the tribal ceremonial grounds. But you do understand the advantages of more money for your people and businesses that would come by building and operating the electronics company. You have decided to vote "Yes" on building the electronics company.

HOW TO VOTE AT THE MEETING: (YES) UNDECIDED NO

ROLE SHEET

Mrs. Cookie Washte
"Cookie's Greasy Spoon Restaurant"

You've heard the news about the electronics company wanting to move into the community. You realize that there would be jobs for many of the people both local and country, and that means there would be a lot more meals for the "Spoon" to cook. That would mean you would have to see ol' man Redfish about more chickens and eggs and Sadie Hawkins would have to increase her bread-making and change the delivery times. The Stands brothers would have to be notified about an increase in beef for the restaurant and so on and so on. There will be much to do.

However, you are very concerned about the ceremonial grounds being next to the place where the electronics company is to be built. You will say "No" in the decision to build the company.

HOW TO VOTE AT THE MEETING: YES UNDECIDED (NO)

ROLE SHEET

Jane Johnson Smith, Postmaster
Post Office

You resent this big-time company coming in next door to your post office because it will cause traffic around your place and all kinds of noise which will mess up your usual nap after lunch just before the afternoon mail delivery comes in. You think that Willow Glen is a nice little town now. You wonder if all this new business will spoil it.

You will definitely say "No" to the decision of having the company in the community.

HOW TO VOTE AT THE MEETING: YES UNDECIDED (NO)

ROLE SHEET

Mr. Tom Silver
"Local Gas Station"

You can imagine your station growing from two gas pumps to four or six and a 24 hour auto mechanic on duty, two attendants to help you, another room added on the station for your own office with that big leather easy-chair that will let you sit back and prop your feet up on the desk for a momentary break during the busy days, when you're doing all the bookkeeping.

However, you understand that this company cannot be, since the place where the company wants to build is definitely wrong because the sacred ceremonial grounds are near by. You also worry whether the training will give the young people new ideas and make them forget the traditional ways. You must say "No" to the company joining the community.

HOW TO VOTE AT THE MEETING: YES UNDECIDED (NO)

ROLE SHEET

John Looks Twice
Police Department

The way you feel about the electronics company moving in the area is it may take a year or so just to get things settled with the main office in Washington. You will have to hire recruits for the police force and more employees such as another radio communications operator, secretary, and a couple of more training instructors. Also, the office system will have to be rearranged. It will be a lot of time and work.

You feel the community is peaceful the way it is and do not feel an electronics company bringing in a lot of people will benefit law and order. You do not want the company moving into the community.

HOW TO VOTE AT THE MEETING: YES UNDECIDED (NO)

Exercise 3. What happened and Why?

After the role playing is over, discuss what happened with the students. Use this opportunity to give this example a broader meaning. The roles and situation were based on a specific area, but the situation is common in rural areas. Urban Indian groups are also often asked to lend their support to community development programs, and some of the same considerations apply.

Some of the questions that could be brought up include:

- What problems did community members see in the company's plan?
  Site too near ceremonial grounds, new people would need more facilities. It would cause traffic, it might cause pollution, it might cause cultural change.

- Did any or the workgroups come up with problems not suggested by the role instructions?

- Did the company's plan deal with where materials would come from? How?
  The meeting announcement (p. 42) mentioned building or spur from the railroad.

- Did the plan tell how employees would be trained?
  It said the company would provide training

- Why did the people who were against the plan oppose it?
  Some community reasons, some personal--Ask individual roles

- Do students think people in the community would apply for the jobs? Why or why not?
  It might depend on whether tribal values approved of this kind of work.

Another area to discuss would be the membership and leadership of such a group. Ask students what other people in that community should have been included in the decision-making (someone from the schools, young people who would be among the employees, etc.). They might also discuss how the meeting itself went--were there any power struggles? Did any of the "characters" oppose the plan for reasons not connected with what it would do for the community?

Explain to students that in the next exercise they will be finding out some of the processes and problems involved in starting a new business in their own community.

Activity 4. Helping A Community Grow

GOAL:	To help students understand some of the principles and problems of community development
OBJECTIVE:	Students will describe procedures for setting up a new business or organization in their own community

WHAT STUDENTS WILL DO

- discuss business opportunities in their own community.
- listen to a speaker on them.
- listen to a speaker talk about his or her business or organization.
- question speaker to find out how the business was established, and why, what problems were encountered and how they were solved.
- decide what business they would like to establish in their community, and write a report describing how they would do it.

PROCEDURE

Before beginning this Activity, you will have to do some research into the economic situation in the community in which the school is located. People to ask include the chairman of the local Chamber of Commerce, the Economic Development officer for the tribe or other tribal or town officials, or people from the local Urban Indian center, Office of Economic Opportunity, etc.

In addition to finding out about local business and employment needs and potential, you should try to line up a speaker on employment for Exercise 1, and someone who has experience in starting a new business for Exercise 3. An Indian businessman, or someone who has been involved in a tribally-owned or run organization, would be especially useful.

Exercise 1. New Needs, New Jobs?

By this time, students should be familiar with the basic economic structure of their community. Now give them a new question to consider. Write the following questions on the board--

"Are there any needs that are not being met in the community?"

"Are there enough jobs for everyone in the community?"

In discussing these questions, point out that there may be needs which are being met in the sense that there are places where one get buy the items or services in question, but these things have to be brought in to the community from somewhere else. As students suggest unmet needs, note them on the board. Check newspapers for articles on local unemployment.

After explaining these questions, introduce your speaker on the local employment situation, if you have been able to obtain one. After the speaker has spoken for a few minutes, allow time for students to ask him or her questions. The speaker should be asked to talk about the reasons for local unemployment, if he can.

Next, have students break into their workgroups and ask each group to come up with at least two ideas for new businesses that would fill needs that are not being met from within the community, and would employ community members. When they have done so, write these ideas on the board next to the needs they would fill.

Now, ask students if they can think of any problems someone might have in starting each of these businesses in the community. Possibilities might include: lack of money to build facilities, buy equipment and raw materials, etc.; too far away from the resources it would use; local people don't have the right kind of training; local values would make people dislike the kind of work involved, etc. Have students take notes on this discussion and save them, as the class will be talking about how to solve these problems later.

Exercise 2. Starting a Business

For this exercise, contact and invite to speak to the class someone who has been involved in setting up a business or service in the community. Ideally this would be an Indian, but the main point is that it should be someone who is involved with a business or organization that was established fairly recently, and that employ Indians. A tribally-run business would be a very good choice.

Before the speaker arrives, tell the students something about him or her, and give them copies of the questions on the next page to guide their questioning*. Tell the speaker that you would like him or her to speak for five or ten minutes on his or her own background, and how the business or organization was established--what steps they took, what problems they encountered, etc. Then, answer student questions*.

After the speaker has finished, encourage students to ask the questions they have been given and any others they may have. You may have to start them off by asking a few yourself.

*Alter or add to these questions are necessary to fit the situation.

Exercise 2.

Here are some questions you can ask the speaker to make sure you find out everything you need to know about how he or she got the business or organization going. Take notes on the answers.

1. Speaker's name:

2. Name of business or organization:

3. Why did you decide to start this kind of business/organization here?

4. Did you get community approval to set up the business/organization? Why or Why not?

5. What does this organization do for the community?

6. Where did you get money to start the organization? How is it supported now? How many people does it employ?

7. What kinds of papers did you have to fill out to get started?

8. Where do you get materials or supplies?

9. Does your business produce smoke or waste products? What do you do with them?

10. How do you get the goods or services you produce to the people who need them?

Exercise 3. What If?

Ask students, "What if you were going to start a new business? What would you choose? How would you go about it?"

Explain that in this exercise, each workgroup will have the task of deciding on a business or organization which it thinks could be established in the community, and which would help the community meet a need.

Have students divide into workgroups and review the list of community needs and problems they identified at the beginning of the activity. Each group should choose one of these needs and figure out how to meet it. They will be preparing reports which should answer the same ten questions that were asked about the speakers' business.

This exercise may involve several days, during which students should be assisted to contact people who can tell them what regulations govern the kind of business they are considering, where you get financing, how waste could be disposed of, etc. The amount of research and detail in the reports is potentially very great--you must decide just how much information it is feasible to gather and guide the students accordingly. Workgroups may find it efficient to divide up the work and have each member find the answers to one or two of the questions.

When the reports are finished, each workgroup should present its own to the class for a critique. If the rest of the class identified any missing information in a report, the workgroup should be given a few days to gather it, or at least explain why the information is not available.

If the community map is still up, workgroups can find locations for their new businesses and identify them in the same way as the existing organizations are shown (perhaps with dotted lines or a different color to show their theoretical nature).

Additional Activities

There are many books on community development available which you might order if students are interested (see list next page). You might also explore the possibilities of placing students as volunteers in various community organizations.

Some books on Communities:

Auroville, the first six years (1968-1974). The Auroville Association, 212 Farley Dr., Aptos, Ca. 95003.

Auroville is a consciously evolving "city composed of twelve sub-communities on the southern coast of India. This booklet narrates its development and discusses the local and global implications of what they are doing.

Douglas Fraser, Village Planning in the Primitive World. George Braziller Co., One Park Avenue, New York City, N.Y., 1968.

This book describes eight village systems in detail, including the Cheyenne and other Indian tribes, demonstrating how small community design fits the local physical, social, and religious environments.

Paul and Percival Goodman, Communitas. Westminster, Md: Random House, 1947.

A classic discussion of the elements that make up a community, including the relationship of economic organization to cultural style.

Guide to Federal Consumer Services. Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402, 1971. ($1.75)

This guide tells what each government department (Agriculture, Commerce etc.) does, and how to obtain services and publications.

Ted Nicholas, Where the Money Is and How to Get It. Enterprise Publishing Co., 1000 Oakfield Lane, Dept. C., Wilmington, Delaware 19810.

Clear and accurate ideas and advice on raising capital, starting businesses, and related topics.

Using The Test

The test questions on the next four pages are intended to check student mastery of the main points covered in this unit. If your presentation of this material has varied to any significant degree from what is in this book, you may want to add or replace questions on the test.

In addition to serving as a measure of student achievement, having students answer these questions can serve as a useful review activity.

Sample answers appear on pp. 74-76.

Name _____

Date _____

QUESTIONS FOR STUDENTS WHO HAVE FINISHED

"THE COMMUNITY"

1. Finish this sentence--

   "A community is _____

   _____"

2. Describe, or draw a picture of, a way in which one Indian group used to meet its need for transportation.

3. What are five other needs every community has to meet?

   a.

   b.

   c.

   d.

   e.

4. Check the statement that explains best the difference between the way Indian communities met their needs long ago and the way we meet them now--

_____a. People used to make everything out of leather, but now they use many materials.

_____b. People had fewer needs long ago.

_____c. People used to make almost everything they needed themselves, but now most things are made by large companies.

_____d. People used to work together to meet their needs, but now they work alone.

5. Answer these questions about one job in your community.

a. What is the job called?

b. What need does the job help fill?

c. What does someone in this job do?

d. Where in the community does someone with this job work? (Give name of company, store, etc.)

e. What training does someone need to do this job?

6. What are two good things and two bad things that might happen if you started a new business in a community? Describe or draw pictures.

Good: a.

b.

Bad: a.

b.

7. Think of a business or organization you would like to see started in your community. Then answer these questions:

   a. What kind of organization would it be? (name)

   b. What need would it fill?

   c. Could it cause any problems? (what)

   d. Who would work there?

   e. Would they need training first? (What kind?)

Sample Answers

24 possible points

Name _____

Date _____

QUESTIONS FOR STUDENTS WHO HAVE FINISHED

"THE COMMUNITY"

1. Finish this sentence--

2 pts. "A community is *a group of people who see each other often, usually live in the same area, and who share social and business activities.* "

2. Describe, or draw a picture of, a way in which one Indian group used to meet its need for transportation.

2 pts.

possibilities include: walking, riding horseback, carrying things in a travois, snowshoes, canoe, bullboat, etc.

3. What are five other needs every community has to meet?

5 pts.

a. *Any of the following: Food (meat, vegetables, liquids)*
Shelter (homes, clothes, sanitation, fuel)
b. *Security (laws or government*
enforcement of laws, protection, defense
c. *health care*
religious activities
d. *entertainment*
art)
e. *Aids (education*
communication
tools)

4. Check the statement that explains best the difference between the way Indian communities met their needs long ago and the way we meet them now--

1 pt.

_____a. People used to make everything out of leather, but now they use many materials.

____b. People had fewer needs long ago.

__x__c. People used to make almost everything they needed themselves, but now most things are made by large companies.

_____d. People used to work together to meet their needs, but now they work alone.

5. Answer these questions about one job in your community.

5 pts.

Example-- (answers should be about this specific)

a. What is the job called? *policeman*

b. What need does the job help fill? *security (protection)*

c. What does someone in this job do? *arrests people who break laws*
helps people who are in trouble or danger

d. Where in the community does someone with this job work? (Give name of company, store, etc.)
tribal police department-- usually has an area to patrol

e. What training does someone need to do this job?

high school diploma and special training in police work. college training recommended.

6. What are two good things and two bad things that might happen if you started a new business in a community? Describe or draw pictures.

4 pts.

Good: a. *more community needs filled*

b. *more jobs for community people*

Bad: a. *ugly buildings or pollution*

b. *bring new people in who might change town*

5 pts. 7. Think of a business or organization you would like to see started in your community. Then answer these questions:

Example-- (answers should be something like this, depending on available information)

a. What kind of organization would it be? (name)

A dental clinic

b. What need would it fill? *health care (taking care of sick)*

c. Could it cause any problems? (what)

It would have to be able to serve everyone, or people might get mad.

d. Who would work there?

Dentists from outside the community, and community people they train to help them, until community people could be trained as dentists.

e. Would they need training first? (What kind?)

The assistants would have to be trained, either by the dentists, or in a course at the community college.

They should all at least have high school diplomas. The dentists would have to go to college and dental school.

Resources

The list of resources was compiled by the Native American Career Education Staff, but no endorsement of the materials and programs included is intended. It is recommended that any item on the list be previewed before it is considered for adoption.

Resources may be borrowed, purchased or rented from their distributing company.

Filmstrips:

Mini Productions, Inc.
192 Hyeholde Drive
Corapolis, Pennsylvania 15108

WHEN YOU GROW UP

Level - Primary to Senior High	Catalog No.
Business	99
Communication	102
Construction	103
Health	100
Natural Resources	101

Career Discoveries Series
Guidance Associates
Pleasantville, New York 10570

OCCUPATIONS IN ECOLOGY

Level - Intermediate to Senior High	Catalog No.
Contains: three cassettes and six films	142

Films: Overview
Food Processing Laboratory Technician
Soil Conservation Technician
Water Plan Operator
Forestry Technician
Sanitation Techinician

Filmstrips:

Sterling Educational Films Inc.
241 East 34th Street
New York, New York 10016

RICHES OF THE EARTH

1974-75 Purchase Price $190; Rental per day $15.
(16 mins. 18 seconds color)

Colorful animation depicts the formation, through geological ages, by fire and water, wind and ice, of the earth's crust which holds our wealth of minerals, oil, coal, arable land, and even our water power. (Awards: Venice; Padua, Italy.)

THE LIVING MACHINE

1974-75 Purchase Price $160; Rental per day $14. Same price applies to Part 1 and Part 2.
(Part 1: 27 mins. 58 seconds b&w; Part 2: 28 mins. 43 seconds b&w)

In two half-hour films, The Living Machine explores progress made in electronics technology and looks forward to an exciting world-to-be. The first film demonstrates the capacities of "artificial intelligence" far exceeding that of any one human brain. The second film shows experiments in duplicating electronically some sensory perceptions. (Awards: Columbus, Ohio; France.)

National Film Board of Canada
16th Floor
1251 Avenue of the Americas
New York, New York 10020

MAGIC MOLECULE

1974-75 Purchase Price $100; Rental per day $12.50.
(9 mins. color)

A film showing the new world created by the techniques and processes of the plastics industry. Transmuted from coal, oil or wood, synthetic substances can make thousands of new products, from silken threads to furniture. In light and lively treatment this film explores the colorful, versitile world of these man-made materials. (Seven awards, including: London; Budapest; Antwerp.)

Filmstrips:

McGraw-Hill Films
1221 Avenue of the Americas
New York, New York 10020

WHAT IN THE WORLD IS WATER?

1974-75 Purchase Price $180; Rental per day $12.50.
(11 mins. 38 seconds color)

Water in function serves as willing worker, shaping the land, shifting earth or rock, carrying the food by which plants survive and so supporting other forms of life. This film is designed primarily to show to students the astonishing utility of this common substance, but it shows, too, the beauty of water in movement, from raindrops pelting the earth to the mighty cataract of Niagara.

Encyclopaedia Britannica Education Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

WATERFOWL - A RESOURCE IN DANGER

1974-75 Purchase Price $102.50; Rental per day $5.50.
(16 mins. 27 seconds b&w)

The prairies are the incubators of vast numbers of waterfowl, principally ducks, but as more land is drained and cultivated there are fewer breeding grounds. This film shows the immense flocks of birds, their habits, and their dependence on the wetlands of the prairies. How to maintain living space for the ducks without having them pose a threat to farmers' grainfields is a problem being studied by wildlife conservationists. (Produced for Northern Affairs and National Resources.)

Phoenix Indian School
Phoenix, Arizona
(Available films have been received from the Bureau of Indian Affairs.)

CAREERS

Filmstrip No.	
1064	A Future in Agriculture
875	Chemical Changes

Phoenix Indian School
Phoenix, Arizona
(Available films have been received from the Bureau of Indian Affairs.)

ENERGY

Filmstrip No.	
946	Energy Today and Tomorrow

CONSERVATION

639	Saving the Soil
640	Using the Forests Wisely
610	People, Our Most Valuable Resource
641	Nothing Can Live Without Water

CONSERVING RESOURCES SERIES

126	Soil Resources
127	Forest Resources
128	Wildlife "
129	Water "
130	Mineral "
131	Human Resources
132	The Field Day--Man Cooperates With Nature
133	Nature Cooperates With Man--Construction

EARTH AND SKY

890	Air: General Science
812	Finding Out About Land, Air, and Water

Apache-Navajo Career Education Media Center
P.O. Box 749
St. Johns, Arizona 85936
(Available filmstrips and material accessible to schools in Navajo and Apache Counties in Arizona)

16 mm film catalog no.	
E-5-118	MARKETING AND DISTRIBUTION In this film, the objective is stressing that marketing and distribution is something everybody participates in.
E-5-122	BUSINESS AND OFFICE Business done in offices is important and applies to many other activities.

Filmstrips:

Apache-Navajo Career Education Media Center (continued)

E-5-124 PUBLIC SERVICE
In this film, students will discover that people power can accomplish almost anything. In watching the transformation of the Village slums, students will gain some new insights about people who help, protect, and care.

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